DOCUMENT RESUME

ED 157 593 JC 780 439

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TITLE The Graduates 1977: A Follow-up Study of the Students Who Graduated from Montgomery College in 1977.
INSTITUTION Montgomery Coll., Rockville, Md. Office of Institutional Research.
PUB DATE 78
NOTE 57p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS College Majors; Community Colleges; Counseling Effectiveness; *Employment Patterns; *Followup Studies; *Graduate Surveys; Job Placement; *Junior Colleges; Participant Satisfaction; *Program Effectiveness; Questionnaires; Transfer Students; Vocational Followup

ABSTRACT

As part of an annual graduate follow-up study, questionnaires were sent to all students who graduated from Montgomery College (MC) during the 1976-77 academic year in an associate degree or certificate program; 691 (62%) responded. Major reasons for attending MC were low cost, program offerings and convenient location, the same reasons reported in previous years. The percentage of graduates still in school decreased from 62% in 1975, to 57% in 1976 and 53% in 1977. The percentage of those unemployed decreased from 17% to 14% and 13% for the same years. Graduates were very satisfied with the academic and job preparation they received; 90% reported they would recommend their program and the college to their friends. Those who sought assistance from counselors usually received it; 60% of those who did so frequently received "very much assistance" and 25% received "some." A substantial minority (18%) were dissatisfied with the quality of academic advising they received. Career programs had the highest percentage of employed graduates (80%). Over 60% of full-time employed graduates either held the same job while attending school or contacted the employer on their own; the majority (57%) worked in positions directly related to their programs of study. The University of Maryland received 44% of transfer students, 93% of whom transferred more than 50 credit hours. (AYC)

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# THE GRADUATES 1977

## A Follow-Up Study of the Students Who Graduated from Montgomery College in 1977

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by

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Office of Institutional Research and Analysis

MONTGOMERY COLLEGE

Montgomery County, Maryland

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1978

JC 780 439

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## INTRODUCTION

Program evaluation has the general aim of assessing the effectiveness of particular programs. For ongoing programs, evaluation is a feedback mechanism which makes it possible for decision makers to become aware of the direction in which programs are headed and compare that with where they were intended to go. A key element in this overall process in an educational institution is the periodic collection of information from program graduates. It is for this reason that the Office of Institutional Research and Analysis has surveyed all Montgomery College graduates since 1970.

As in previous surveys, the information obtained relates to the graduates' assessment of Montgomery College and their current employment and educational status. Although data are provided for each campus (Rockville and Takoma Park) and there are changes in the order in which certain findings are presented this year, the report includes current information on all of the variables that were considered in previous years. This continuity in the collection of similar data over time allows for current statistical results to be compared with past ones. Accordingly, significant trends and divergences from the past have been noted.

## THE POPULATION

The population for this study comprises all of the 1,115 students who graduated from Montgomery College in the 1976-1977 academic year. Usable responses were received from 691 (62%) of the graduates.

Previous experience of this office with similar surveys has suggested that non-respondent bias is probably negligible; that is to say, it is reasonable to assume that differences in opinions between respondents and non-respondents (had they responded) would have been insignificant. It is on this basis that inferences from the sample to the graduate population are assumed to be valid.

## THE FINDINGS

### GENERAL INFORMATION

The overall response rate of 62 percent is the same as that for the 1975 graduate follow-up and slightly less than the 66 percent response rate for the 1976 graduate follow-up survey.

Over the last two years the total number of graduates has increased by 9 percent, up from 1,020 in 1975 to 1,115 in 1977. This increase has come from the transfer and career curriculums which experienced respective increases of 13 percent and 17 percent in the number of graduates over the two year period. At the same time, the general education curriculum has produced fewer graduates. This program has seen a 9 percent decrease in graduates since 1975 and a 6 percent decline during the 1976-1977 period. Response rates by curriculum area are displayed in Table I.

TABLE I

SURVEY RESPONSE RATE OF 1977 GRADUATES BY CURRICULUM

| CURRICULUM | NUMBER OF GRADUATES | NUMBER OF RESPONDENTS | PERCENT |
|---|---|---|---|
| TRANSFER | | | |
| Business Administration | 51 | 36 | 71% |
| Cartography | 2 | 1 | 50% |
| Community Planning | 0 | 0 | 0% |
| Education | 60 | 37 | 62% |
| Engineering | 15 | 5 | 33% |
| Fine Arts | 56 | 37 | 66% |
| Geography | 1 | 0 | 0% |
| Liberal Arts | 32 | 20 | 63% |
| Medical Technology | 4 | 2 | 50% |
| Theatre | 3 | 2 | 67% |
| TOTAL | 224 | 140 | 63% |
| GENERAL | | | |
| General Education | 246 | 155 | 63% |
| CAREER | | | |
| Accounting | 12 | 7 | 58% |
| Allied Health | 125 | 75 | 60% |
| Cartography | 0 | 0 | 0% |
| Child Care Aide (Certificate) | 43 | 24 | 56% |
| Community Planning | 1 | 1 | 100% |
| Computer Science and Technology | 67 | 32 | 48% |
| Criminal Justice | 55 | 36 | 66% |
| Engineering Technologies | 30 | 22 | 73% |
| Fire Science | 37 | 26 | 70% |
| Food Service | 5 | 5 | 100% |
| Geography | 2 | 2 | 100% |
| Hospitality Management | 25 | 15 | 60% |
| Instructional Aide (Certificate) | 12 | 5 | 42% |
| Management | 22 | 17 | 77% |
| Nursing | 84 | 48 | 57% |
| Recreation Leadership | 33 | 21 | 64% |
| Secretarial | 38 | 23 | 61% |
| Visual Communications Technology | 54 | 37 | 69% |
| TOTAL | 645 | 396 | 61% |
| GRAND TOTAL | 1115 | 691 | 62% |

Graduate Status. The status of 1977 graduates is approximately the same as that of recent graduates over the last couple of years. Upon a closer look at the data, however, one can see evidence of a decline in the percentage of graduates who are continuing their education. For 1975 graduates the percentage in school was 62 percent, for 1976 graduates 57 percent, and 53 percent for 1977 graduates. Likewise, the percentage of graduates indicating that they are not employed has shown a steady decrease over the last three years, going from 17 percent for 1975 graduates to 14 percent for 1976 graduates to the current rate of 13 percent for 1977 graduates. These statistics seem to indicate that graduates are becoming less concerned about continuing their education and more concerned about getting a job. This tendency is an apparent commentary upon current economic realities.

In the categories listed in Table II the characteristics appear to be comparable for both campuses, except for those relating to the continuation of education (IN SCHOOL) and employment (EMPLOYED). In these two categories, the research shows that Rockville graduates are more likely to continue their education (58 percent doing so versus 33 percent of the Takoma Park graduates) and Takoma Park graduates more likely to seek immediate employment (80 percent doing so compared to 66 percent for Rockville graduates).

TABLE II

PRESENT STATUS OF 1977 GRADUATES

| | ROCKVILLE NUMBER OF RESPONSES | TAKOMA PARK NUMBER OF RESPONSES | TOTAL RESPONSES | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|---|
| IN SCHOOL | | | | |
| Full-Time | 227 | 34 | 261 | 38% |
| Part-Time | 80 | 20 | 100 | 15% |
| EMPLOYED | | | | |
| Full-Time | 229 | 99 | 328 | 47% |
| Part-Time | 119 | 33 | 152 | 22% |
| NOT EMPLOYED | | | | |
| Looking for Job | 36 | 5 | 41 | 6% |
| Not Looking | 39 | 13 | 52 | 7% |
| MILITARY SERVICE | | | | |
| Active | 3 | 1 | 4 | 1% |
| Reserve | 6 | 0 | 6 | 1% |
| HOMEMAKER | 50 | 18 | 68 | 10% |
| OTHER | 10 | 2 | 12 | 2% |

Respondents: Rockville = 526
Takoma Park = 165
Total = 691

Note: Response totals are larger than the number of respondents due to graduates working and attending school at the same time. Of those both working and in school, 67% have identified school attendance as their major activity.

Reason for Attending Montgomery College

The major reasons for which graduates chose to attend Montgomery College have hardly changed at all over the years. Since 1974, the three major reasons have been low cost, program offerings and convenient location. These were, in fact, the reasons that 80 percent of 1977 graduates chose to attend Montgomery.

The only significant differences between campuses appear to be associated with the relative importance of program offerings and convenience of location. On the Takoma Park Campus the predominant reason for attendance was program offerings, with 50 percent indicating such, compared to only 20 percent of Rockville Campus graduates. On the other hand, Rockville graduates were more concerned with location than Takoma Park graduates by a margin of 27 percent to 10 percent, respectively (Table II-A).

TABLE II-A

REASON FOR ATTENDING MONTGOMERY COLLEGE

(1977 GRADUATES)

| REASONS | TOTAL COLLEGE | | ROCKVILLE | | TAKOMA PARK | |
|---|---|---|---|---|---|---|
| | Number | (Percent) | Number | (Percent) | Number | (Percent) |
| Low cost | 194 | (29%) | 154 | (31%) | 40 | (25%) |
| Program I wanted was offered | 184 | (28%) | 103 | (20%) | 81 | (50%) |
| Convenient location | 153 | (23%) | 137 | (27%) | 16 | (10%) |
| Good academic reputation | 55 | ( 8%) | 40 | ( 8%) | 15 | ( 9%) |
| Wanted to live at home | 47 | ( 7%) | 39 | ( 8%) | 8 | ( 5%) |
| Advice of high school counselor | 12 | ( 2%) | 12 | ( 2%) | 0 | ( 0%) |
| Financial aid was available | 10 | ( 1%) | 10 | ( 2%) | 0 | ( 0%) |
| Advice of friends | 6 | ( 1%) | 6 | ( 1%) | 0 | ( 0%) |
| Academic problems at another school | 6 | ( 1%) | 5 | ( 1%) | 1 | ( 1%) |
| TOTAL RESPONSES | 667 | (100%) | 506 | (100%) | 161 | (100%) |

Academic/Job Preparation

This is the first year that follow-up study respondents who transferred to other colleges have had an opportunity to rate their satisfaction with the preparation that Montgomery College provided them for their current studies. The general level of satisfaction seems to be overwhelmingly high, particularly for the Rockville Campus. Out of 352 transfer students answering this question, 49 percent of them were satisfied and 45 percent highly satisfied with the preparation provided. With respect to variation between campuses, the total percentages of respondents falling within the categories of satisfied or highly satisfied were just about equal (i.e., 94% for Rockville and 95% for Takoma Park). However, a slightly higher percentage of the Rockville respondents are highly satisfied (46% for Rockville and 41% for Takoma Park) (Table III).

In a related question, all respondents were asked to rate the quality of classroom instruction in their curriculum/program (Table IV). Very nearly everyone answered this question (675 out of 691) and the responses closely parallel the responses shown in Table III. There is a high degree of satisfaction with the quality of classroom instruction on both campuses with Rockville campus graduates indicating a slightly higher degree of satisfaction than Takoma Park graduates (44% of Rockville graduates highly satisfied as opposed to 41% of Takoma graduates).

This is not the first year that respondents have had an opportunity to rate their satisfaction with the preparation that Montgomery

TABLE III

SATISFACTION WITH MONTGOMERY COLLEGE PREPARATION
FOR
CURRENT STUDIES

| | ROCKVILLE | | TAKOMA PARK | | TOTAL COLLEGE | |
|---|---|---|---|---|---|---|
| | Number Reporting | Percent | Number Reporting | Percent | Number Reporting | Percent |
| Highly Satisfied | 138 | 46% | 22 | 41% | 160 | 45% |
| Satisfied | 144 | 48% | 29 | 54% | 173 | 49% |
| Dissatisfied | 11 | 4% | 2 | 3% | 13 | 4% |
| Highly Dissatisfied | 5 | 2% | 1 | 2% | 6 | 2% |
| TOTAL RESPONSES | 298 | 100% | 54 | 100% | 352 | 100% |

TABLE IV

SATISFACTION WITH QUALITY OF MONTGOMERY COLLEGE
CURRICULUM/PROGRAM CLASSROOM INSTRUCTION

| | ROCKVILLE | | TAKOMA PARK | | TOTAL COLLEGE | |
|---|---|---|---|---|---|---|
| | Number Reporting | Percent | Number Reporting | Percent | Number Reporting | Percent |
| Highly Satisfied | 226 | 44% | 66 | 41% | 292 | 43% |
| Satisfied | 262 | 51% | 88 | 54% | 350 | 52% |
| Dissatisifed | 22 | 4% | 7 | 4% | 29 | 4% |
| Highly Dissatisfied | 3 | 1% | 1 | 1% | 4 | 1% |
| TOTAL RESPONSES | 513 | 100% | 162 | 100% | 675 | 100% |

College provided them for their job. Results are quite comparable to those of previous years and denote a continued high level of satisfaction with job preparation. Over the last three years the percentage of respondents indicating that they were either satisfied or highly satisfied varied by only two percent (i.e., 89% for 1975 graduates, 91% for 1976 graduates and 91% for 1977 graduates). A look at the breakdown by campus indicates a higher rate of satisfaction among Takoma Park graduates with 41 percent highly satisfied compared to 27 percent of Rockville graduates (Table V).

One can therefore say that on both campuses students are very much satisfied with the preparation that Montgomery College has provided for continuing their studies or getting a job. At the same time, one should note that Rockville campus graduates are more satisfied with the preparation for continued studies and Takoma Park graduates with the preparation for their jobs.

TABLE V

SATISFACTION WITH MONTGOMERY COLLEGE PREPARATION FOR JOB

| | ROCKVILLE | | TAKOMA PARK | | TOTAL COLLEGE | |
|---|---|---|---|---|---|---|
| | Number Reporting | Percent | Number Reporting | Percent | Number Reporting | Percent |
| Highly Satisfied | 68 | 27% | 45 | 41% | 113 | 31% |
| Satisifed | 160 | 64% | 56 | 51% | 216 | 60% |
| Dissatisified | 14 | 6% | 6 | 5% | 20 | 6% |
| Highly Dissatisfied | 8 | 3% | 3 | 3% | 11 | 3% |
| TOTAL RESPONSES | 250 | 100% | 110 | 100% | 360 | 100% |

Academic Advising/Counseling

The overwhelming majority of students on both campuses appear to be quite satisfied with the quality of academic advising that they received from the faculty (61% satisfied and 21% highly satisfied) (Table VI). Moreover, transfer students at all grade point average levels* seem to concur in this general feeling of satisfaction with the quality of academic advising (Table VII).

However, 18 percent of the graduates are dissatisfied with the quality of academic advising that they received (14% dissatisfied and 4% highly dissatisfied). Can this level of dissatisfaction be considered acceptable? Because this is the first time that this information has been solicited, longitudinal data are not available; however, it may be necessary to consider ways to alleviate this dissatisfaction among one out of every five students (Tables VI and VII).

Graduates who sought assistance from the counseling staff usually received it. Not only is this evident from Table VIII, but the statistics that support it are pronounced.** Of the 94 graduates reporting that they sought counseling frequently, 60 percent received "very much assistance," 25 percent "some." The results also show that 30 percent (199) of the respondents never sought counseling assistance.

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*Grade point averages at the transfer institutions as reported by the respondents.

**Chi square = 505.946 (with 6 degrees of freedom) which is significant at $p < .0001$.

TABLE VI

SATISFACTION WITH FACULTY
ACADEMIC ADVISING

| | ROCKVILLE | | TAKOMA PARK | | TOTAL COLLEGE | |
|---|---|---|---|---|---|---|
| | Number Reporting | Percent | Number Reporting | Percent | Number Reporting | Percent |
| Highly Satisfied | 112 | 22% | 30 | 19% | 142 | 21% |
| Satisfied | 296 | 59% | 107 | 67% | 403 | 61% |
| Dissatisfied | 72 | 14% | 18 | 11% | 90 | 14% |
| Highly Dissatisfied | 22 | 5% | 5 | 3% | 27 | 4% |
| TOTAL RESPONSES | 502 | 100% | 160 | 100% | 662 | 100% |

TABLE VII

SATISFACTION WITH FACULTY ACADEMIC ADVISING
BY GRADE POINT AVERAGE
(TRANSFER STUDENTS)
TOTAL COLLEGE

| | GRADE POINT AVERAGE | | | | |
|---|---|---|---|---|---|
| | 0-2.0(%) | 2.1-2.5(%) | 2.6-3.0(%) | 3.1-3.5(%) | 3.6-4.0(%) |
| Highly Satisfied | 4(18) | 11(26) | 24(27) | 23(24) | 19(29) |
| Satisfied | 15(65) | 22(51) | 49(56) | 62(65) | 41(62) |
| Dissatisfied | 3(13) | 6(14) | 14(16) | 8( 9) | 5( 8) |
| Highly Dissatisfied | 1( 4) | 4( 9) | 1( 1) | 2( 2) | 1( 1) |
| TOTAL RESPONSES | 23(100) | 43(100) | 88(100) | 95(100) | 66(100) |

TABLE VIII

FREQUENCY IN SEEKING COUNSELING
VS ASSISTANCE RECEIVED

TOTAL COLLEGE

| DEGREE OF ASSISTANCE | FREQUENCY WITH WHICH COUNSELING SERVICES WERE SOUGHT | | | | | |
|---|---|---|---|---|---|---|
| | FREQUENTLY | | INFREQUENTLY | | NOT AT ALL | |
| | Number Reporting | (Percent) | Number Reporting | (Percent) | Number Reporting | (Percent) |
| Very Much | 56 | (60) | 28 | ( 7) | 1 | ( 1) |
| Some | 24 | (25) | 160 | (43) | 11 | ( 5) |
| Very Little | 11 | (12) | 143 | (38) | 30 | (15) |
| None | 3 | ( 3) | 46 | (12) | 157 | (79) |
| TOTAL RESPONSES | 94 | (100) | 377 | (100) | 199 | (100) |

TABLE IX

FREQUENCY IN SEEKING COUNSELING
BY CAMPUS

| | ROCKVILLE | | TAKOMA PARK | | TOTAL COLLEGE | |
|---|---|---|---|---|---|---|
| | Number Reporting | Percent | Number Reporting | Percent | Number Reporting | Percent |
| Frequently | 78 | 15% | 16 | 10% | 94 | 14% |
| Infrequently | 299 | 59% | 79 | 49% | 378 | 56% |
| Not at All | 134 | 26% | 67 | 41% | 201 | 30% |
| TOTAL RESPONSES | 511 | 100% | 162 | 100% | 673 | 100% |

The significance of the relationship between seeking and receiving assistance once again becomes apparent in Tables IX and X. Table IX, for instance, indicates that the percentage of those who did not seek counseling assistance is much higher for Takoma Park graduates (41% for Takoma Park and 26% for Rockville). Consequently, it is not surprising to note the disparity in the percentages of graduates from the two campuses who relate that they received no assistance from the counseling staff. One must therefore conclude that Takoma Park graduates sought less assistance and subsequently received less (Tables IX, X).

Program Recommendation/Goal Achievement

The previously noted satisfaction with Montgomery College among graduates carries over into their willingness to advise a friend or relative to attend Montgomery and matriculate within the same program. The results in Table XI are similar to those of the previous year (for 1976 graduates, 96% would advise attendance and 88% would recommend their program) and denote a somewhat higher level of satisfaction with Montgomery College overall than with the students' particular program.

As Figure I indicates, students come to Montgomery for various reasons. Overall, the predominant reasons appear to be to prepare for transfer to a four-year institution (38%) and prepare for immediate entry into a career (28%). The thing that is immediately obvious from Figure I within these two categories, however, is the marked variation between the two campuses. Whereas more than half (55%) of the Takoma Park graduates were interested in immediate entry into a career,

TABLE X

ASSISTANCE RECEIVED FROM COUNSELORS
BY CAMPUS

| | ROCKVILLE | | TAKOMA PARK | | TOTAL COLLEGE | |
|---|---|---|---|---|---|---|
| | Number Reporting | Percent | Number Reporting | Percent | Number Reporting | Percent |
| Very Much | 66 | 13% | 19 | 12% | 85 | 13% |
| Some | 160 | 31% | 37 | 23% | 197 | 29% |
| Very Little | 145 | 28% | 40 | 25% | 185 | 27% |
| None | 142 | 28% | 66 | 40% | 208 | 31% |
| TOTAL RESPONSES | 513 | 100% | 162 | 100% | 675 | 100% |

TABLE XI

RECOMMEND PROGRAM - ADVISE FRIEND TO ATTEND
MONTGOMERY COLLEGE

| | RECOMMEND PROGRAM | | | | RECOMMEND MONTGOMERY COLLEGE | | | |
|---|---|---|---|---|---|---|---|---|
| | ROCKVILLE | | TAKOMA PARK | | ROCKVILLE | | TAKOMA PARK | |
| | Number Reporting | (Percent) | Number Reporting | (Percent) | Number Reporting | (Percent) | Number Reporting | (Percent) |
| Yes | 455 | 90% | 135 | 87% | 499 | 98% | 149 | 96% |
| No | 48 | 10% | 21 | 13% | 8 | 2% | 6 | 4% |
| TOTAL RESPONSE | 503 | 100% | 156 | 100% | 507 | 100% | 155 | 100% |

only about one out of five (19%) Rockville graduates were so inclined. Similarly, whereas 45% of the Rockville graduates wanted to prepare for transfer to a four-year institution, only 17% of the Takoma Park students wanted to do so. These differences are particularly interesting in light of the previously noted fact that Rockville Campus transfer students tend to be more satisfied with their preparation for their current studies and Takoma Park graduates (those employed) more satisfied with the preparation for their job (see Tables III and IV).

Two things should be kept in mind when considering the data of Figure I and Table XII. First, because the respondents were asked to check only one primary educational goal, the table does not reflect the numbers of students who had multiple goals. Second, because the question relates to goals upon entry to Montgomery College, the table does not reflect the extent to which goals upon entering differ from those upon leaving (assuming that the respondents answered the question as asked).

Graduates on both campuses seem to be achieving their goals at significantly high rates (90% overall) (Figure I, Table XII).

FIGURE I

PRIMARY EDUCATIONAL GOALS ON
FIRST ENTERING MONTGOMERY COLLEGE

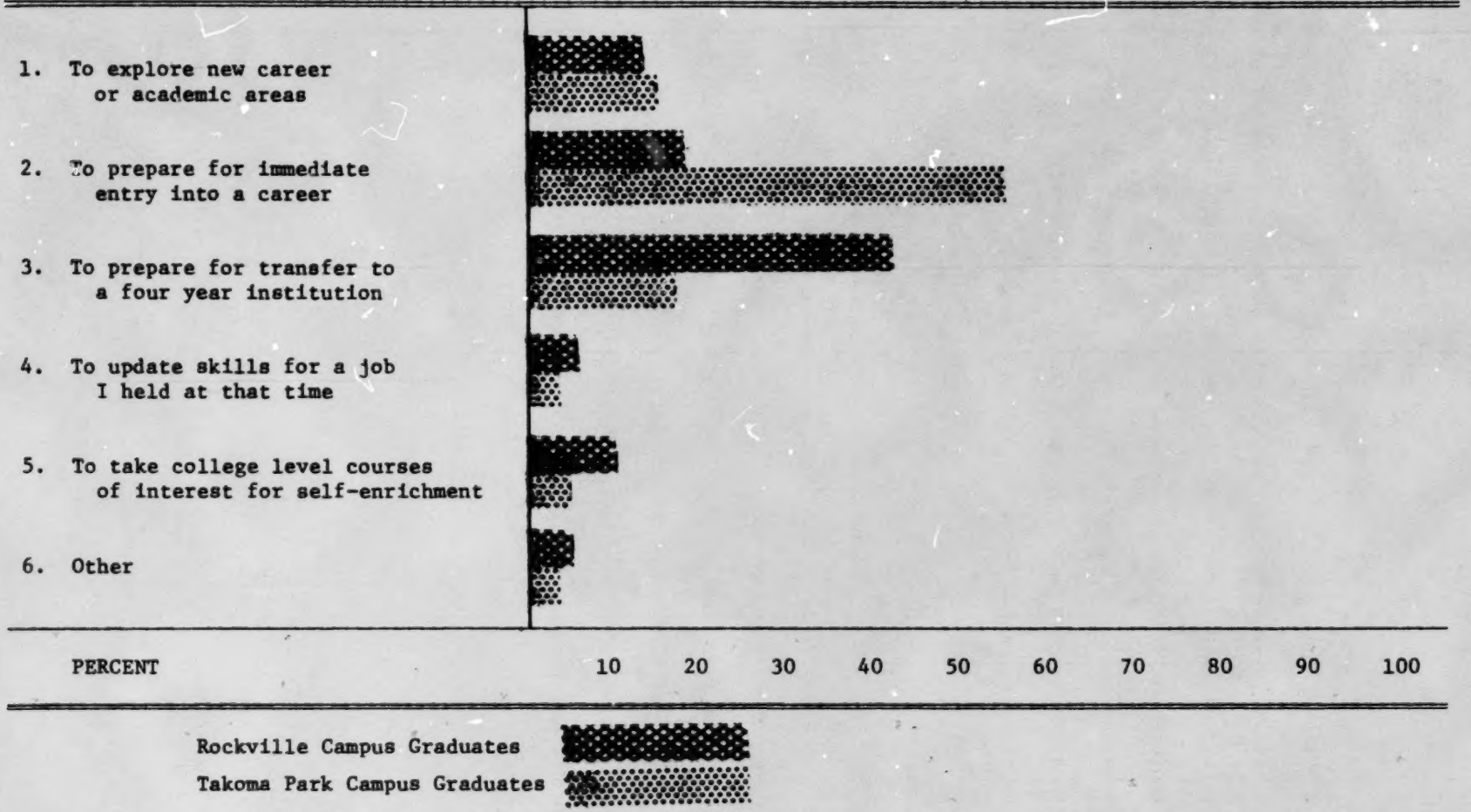

TABLE XII

ACHIEVEMENT OF GOAL

| | TOTAL COLLEGE | | ROCKVILLE | | TAKOMA PARK | |
|---|---|---|---|---|---|---|
| | Number Reporting | (Percent) | Number Reporting | (Percent) | Number Reporting | (Percent) |
| YES | 571 | (90) | 421 | (89) | 150 | (94) |
| NO | 61 | (10) | 51 | (11) | 10 | ( 6) |
| TOTAL RESPONDENTS | 632 | (100) | 472 | (100) | 160 | (100) |

## EMPLOYMENT INFORMATION

### First Job/Relationship between Program and Job

Graduates in the current survey were again asked who helped them to locate their first job after graduation from Montgomery College. On both campuses, the majority (62%) of responses fell into two categories which indicated that most full-time employed students either held the same job while attending Montgomery College or contacted the employer on their own (Table XIII). More graduates from the Takoma Park campus (47% as opposed to 29% from Rockville campus) contacted the employer themselves, while more graduates from the Rockville campus held the same job while attending Montgomery College (32% compared to 14% from the Takoma Park campus).

The statistics also show that reliance upon family or friend for assistance in attaining one's first job has decreased over the last three years. For 1975 graduates, 30 percent relied on this source, while the same was true for 19 percent of the 1976 graduates and only 11 percent of the 1977 graduates. According to Table XIII, it appears that the impact of Montgomery College Placement Services has been negligible. At best, this conclusion should only be a tentative one, for it could possibly be that those students who indicated that they held the same job while attending Montgomery College were, in fact, assisted by College Placement Services. Additional research is needed to clarify this point.

The relationship between the graduate's program of studies and his/her present position is very consistent with previous years. Table XIV indicates, for instance, that 57 percent of 1977 graduates

TABLE XIII

SOURCES OF HELP IN LOCATING FIRST JOB
(FULL-TIME EMPLOYEES)*

| | TOTAL COLLEGE | | ROCKVILLE | | TAKOMA PARK | |
|---|---|---|---|---|---|---|
| | No. | (%) | No. | (%) | No. | (%) |
| Faculty Member | 31 | ( 8) | 19 | ( 8) | 12 | (10) |
| Montgomery College Placement Office | 3 | ( 1) | 3 | ( 1) | 0 | ( 0) |
| Employment Agency | 11 | ( 3) | 8 | ( 3) | 3 | ( 2) |
| Family or Friend | 40 | (11) | 31 | (12) | 9 | ( 8) |
| Montgomery College Job Board | 2 | ( 1) | 1 | ( 1) | 1 | ( 1) |
| Held same job while attending M.C. | 98 | (27) | 82 | (32) | 16 | (14) |
| Contacted employer on their own | 130 | (35) | 75 | (29) | 55 | (47) |
| Newspaper | 31 | ( 8) | 19 | ( 8) | 12 | (10) |
| Other | 24 | ( 6) | 15 | ( 6) | 9 | ( 8) |
| TOTAL RESPONSES | 370 | (100) | 253 | (100) | 117 | (100) |

*Total number of responses to this question exceeds total number of full-time employed graduates (328) due to selection, by some respondents, of multiple sources.

held full-time positions that were directly related to their program of studies, 1976 graduates indicated 56 percent, and 1975 graduates 51 percent. Likewise, 21 percent of current graduates indicate no relationship while 19 percent of 1976 graduates and 22 percent of 1975 graduates did (Table XIV).

TABLE XIV

RELATIONSHIP BETWEEN PROGRAM OF STUDIES
AND PRESENT POSITION
(FULL-TIME EMPLOYEES)
TOTAL COLLEGE

| STUDIES AT MONTGOMERY COLLEGE WERE | NUMBER REPORTING | PERCENT |
|---|---|---|
| Directly related | 188 | 57% |
| Somewhat related | 60 | 18% |
| Not at all related | 69 | 21% |
| No response | 11 | 4% |
| TOTAL | 328 | 100% |

Salary/Location of Job

The data depicted in Table XV signify a continued high degree of statistical significance between salary and length of employment.* In other words, it can be said with a high degree of certainty that those who have been on a job for a longer period of time tend to earn higher salaries than those who have been working for a shorter period of time.

The need to compensate for inflation is also a factor in any salary increase over time. This effect is reflected when one compares the present data with that of previous years. For example, the majority (53%) of 1975 graduates earned $175 or less per week ($9100 or less on an annual basis), 47 percent of 1976 graduates were in this salary range and only 34 percent of current graduates. Clearly then, the percentage of graduates in the lower salary ranges is decreasing while those in the higher ranges are increasing, job tenure notwithstanding.

Graduates are generally tending to work in the same geographic locations as they have in the past. Since the survey of 1975 graduates, however, there is a discernible decrease in the percentage of students working in Washington, D.C. This figure was 24 percent for 1975 graduates, 18 percent for 1976 graduates and down to 15 percent for 1977 graduates. One cannot say definitely whether this is a downward trend or whether 1975 and 1976 represented a brief aberrational period from which 1977 is a return to the norm. The latter is a possibility because the 1974 figure for graduates employed in Washington, D.C. was, in fact, 15 percent (Table XVI).

---

*Chi-square ($X^2$) with 28 degrees of freedom equals 139.3, $p < .001$.

GROSS WEEKLY SALARY BY LENGTH OF EMPLOYMENT
(FULL-TIME EMPLOYEES)

TOTAL COLLEGE

| GROSS WEEKLY SALARY | | LENGTH OF EMPLOYMENT IN CURRENT POSITION | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | LESS THAN 1 YEAR | | 1 - 2 YEARS | | 3 - 5 YEARS | | 6 - 10 YEARS | | MORE THAN 10 YEARS | | TOTAL | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| $ 0 - 145 | No. | 31 | 18% | 8 | 14% | 6 | 15% | 0 | - | 0 | - | 45 | 15% |
| | % | 69% | | 18% | | 13% | | - | | - | | 100% | |
| $146 - 175 | No. | 43 | 25% | 12 | 21% | 3 | 7% | 1 | 6% | 0 | - | 59 | 19% |
| | % | 73% | | 20% | | 5% | | 2% | | - | | 100% | |
| $176 - 205 | No. | 30 | 18% | 11 | 19% | 2 | 5% | 0 | - | 0 | - | 43 | 14% |
| | % | 70% | | 25% | | 5% | | - | | - | | 100% | |
| $206 - 235 | No. | 19 | 11% | 8 | 14% | 6 | 15% | 1 | 6% | 0 | - | 34 | 11% |
| | % | 56% | | 23% | | 18% | | 3% | | - | | 100% | |
| $236 - 265 | No. | 26 | 15% | 6 | 11% | 4 | 10% | 2 | 12% | 1 | 6% | 39 | 13% |
| | % | 67% | | 15% | | 10% | | 5% | | 3% | | 100% | |
| $266 - 295 | No. | 9 | 5% | 3 | 5% | 3 | 7% | 1 | 6% | 5 | 29% | 21 | 7% |
| | % | 43% | | 14% | | 14% | | 5% | | 24% | | 100% | |
| $296 - 325 | No. | 3 | 2% | 6 | 11% | 6 | 15% | 0 | - | 0 | - | 15 | 5% |
| | % | 20% | | 40% | | 40% | | - | | - | | 100% | |
| More than $325 | No. | 10 | 6% | 3 | 5% | 11 | 26% | 12 | 70% | 11 | 65% | 47 | 16% |
| | % | 21% | | 7% | | 23% | | 26% | | 23% | | 100% | |
| TOTAL RESPONDENTS | No. | 171 | 100% | 57 | 100% | 41 | 100% | 17 | 100% | 17 | 100% | 303 | 100% |
| | % | 56% | | 19% | | 13% | | 6% | | 6% | | 100% | |

This year the job location statistics have been broken down by campus (Table XVI). The breakdown shows that while a majority of graduates from both campuses work in Montgomery County, the percentage of graduates who do so from the Rockville campus is greater. At the same time, the percentage working in Washington, D.C. is greater for Takoma Park campus graduates.

Employment by Program/Reason for Unemployment

As one can see from Figure II, the career programs have not only the highest percentage of employed graduates (80%, based on number of respondents), but also the highest percentage of graduates employed full-time (75%, based on total number employed by program).

Graduates who are unemployed and seeking a job were again asked this year to indicate what they felt was the major reason for their being unable to locate employment. Most students were either not looking for a job right now (32%) or needed more education to qualify for the job that they wanted (29%). These were also the two major reasons given by unemployed 1975 graduates. For 1976 graduates, the fact that they were not really looking for a job was again one of the two major reasons indicated. The reason with the highest percentage for 1976 graduates, however, was low salaries in the field for which they were prepared at Montgomery College (30%). There has been a dramatic drop in the percentage of graduates in the latter category within the last year, although the absolute numbers involved are small. For 1977 graduates, only 10 percent give this as a major reason for unemployment.

TABLE XVI

PLACE OF EMPLOYMENT
(FULL-TIME EMPLOYEES)

| LOCATION | ROCKVILLE | | TAKOMA PARK | | TOTAL COLLEGE | |
|---|---|---|---|---|---|---|
| | Number Reporting | Percent | Number Reporting | Percent | Number Reporting | Percent |
| Montgomery County | 158 | 70% | 52 | 54% | 210 | 65% |
| Other County in Maryland | 13 | 6% | 11 | 12% | 24 | 8% |
| Baltimore City | 1 | 1% | 2 | 2% | 3 | 1% |
| Washington, D.C. | 27 | 12% | 22 | 23% | 49 | 15% |
| Delaware, Pennsylvania, Virginia or West Virginia | 16 | 7% | 0 | - | 16 | 5% |
| Other Out-Of-State Location | 10 | 4% | 9 | 9% | 19 | 6% |
| Non-Respondents | 4 | - | 3 | - | 7 | - |
| TOTAL | 229 | 100% | 99 | 100% | 328 | 100% |

FIGURE II

EMPLOYMENT BY TYPE OF PROGRAM

TOTAL COLLEGE

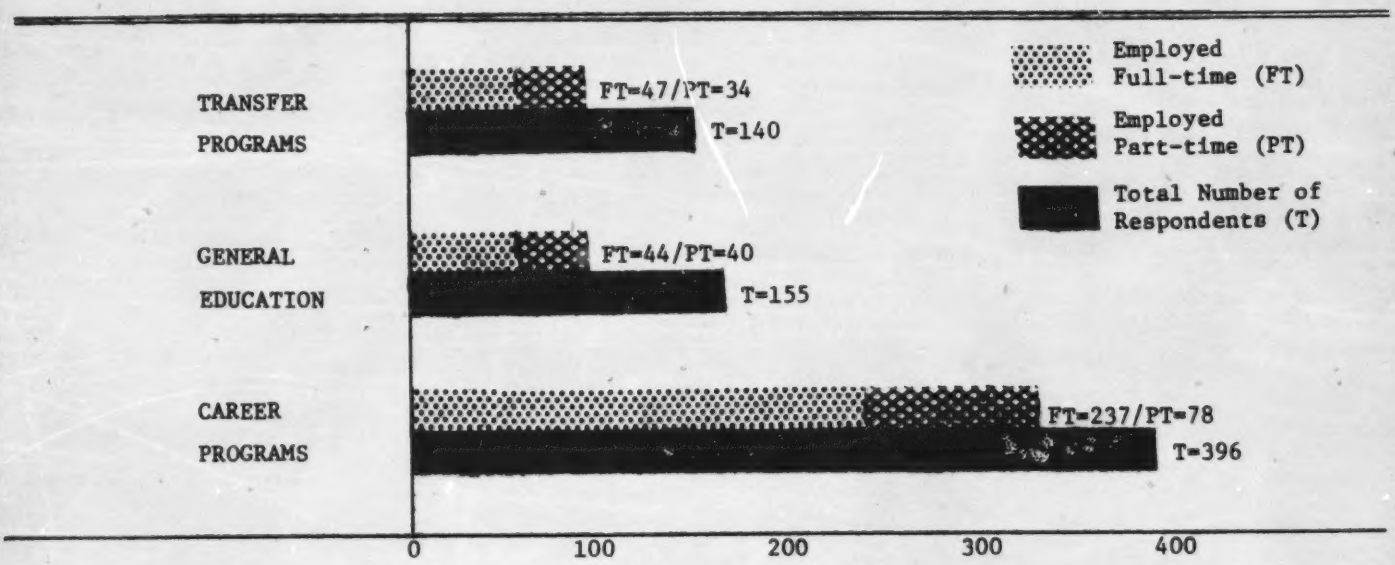


TABLE XVII

MAJOR REASON FOR BEING UNABLE
TO LOCATE EMPLOYMENT

TOTAL COLLEGE

| REASONS | NUMBER REPORTING | PERCENT |
|---|---|---|
| Salary too low | 6 | 10% |
| Few openings | 8 | 14% |
| Need more education to qualify for job I want | 17 | 29% |
| Changed career objective | 5 | 8% |
| Studies did not qualify me for available jobs | 4 | 7% |
| Really not looking for a job right now | 19 | 32% |
| TOTALS | 59 | 100% |

## TRANSFER INFORMATION

### Transfer Schools/Credit Hour Acceptance

Since 1974, as Table XVIII shows, the percentages of students going to different types of colleges have varied very little. The largest single average deviation* during this period for any category has only been 3 percent. The mean of the average deviations for all categories is less than 2 percent (1.7%).

Maryland schools continue to attract the largest numbers of graduates (65%) with the University of Maryland attacting more than any other institution.

This year, instead of being asked how many credit hours they lost, transfer students were asked how many credit hours earned at Montgomery College were accepted upon transfer to their present college. The results presented in Table XIX indicate that practically all (93%) of the students transferred more than 50 credit hours and in some cases more than 60 (i.e., just about all of the credit hours taken at Montgomery). At the same time, several students did note that they were still required to take 60 credit hours or more at the transfer institution, thereby negating somewhat the seeming advantage of having a large number of credit hours accepted initially.**

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*The average deviation of a set of measurements from their mean is defined as the average of the absolute values of the deviations.

**A follow-up study of 1976 Montgomery College graduates who had reported losing credit at the University of Maryland indicated that 80 percent of these students had attempted to transfer more than 60 credit hours to the University.

TABLE XVIII

SCHOOLS TRANSFERRED TO BY
1974-1977 GRADUATES

TOTAL COLLEGE

| | 1974 GRADUATES | 1975 GRADUATES | 1976 GRADUATES | 1977 GRADUATES |
|---|---|---|---|---|
| University of Maryland | 159 (44%) | 193 (50%) | 190 (49%) | 157 (45%) |
| Maryland State College (includes Maryland Community Colleges) | 18 ( 5%) | 42 (10%) | 23 ( 6%) | 22 ( 6%) |
| Maryland Private College or University | 12 ( 3%) | 8 ( 3%) | 6 ( 1%) | 9 ( 3%) |
| Univ. or College in Wash., D.C. | 73 (20%) | 48 (12%) | 46 (12%) | 56 (16%) |
| Univ. or College not in Maryland or Wash., D.C. | 50 (14%) | 57 (15%) | 68 (16%) | 54 (15%) |
| Trade or Technical School | 2 ( 1%) | 5 ( 1%) | 2 ( 1%) | 11 ( 4%) |
| Montgomery College Post-Graduate | 46 (13%) | 33 ( 9%) | 59 (15%) | 39 (11%) |
| No Response | 2 | 9 | 10 | 13 |
| TOTAL RESPONDENTS | 362 (100%) | 395 (100%) | 404 (100%) | 361 (100%) |

TABLE XIX

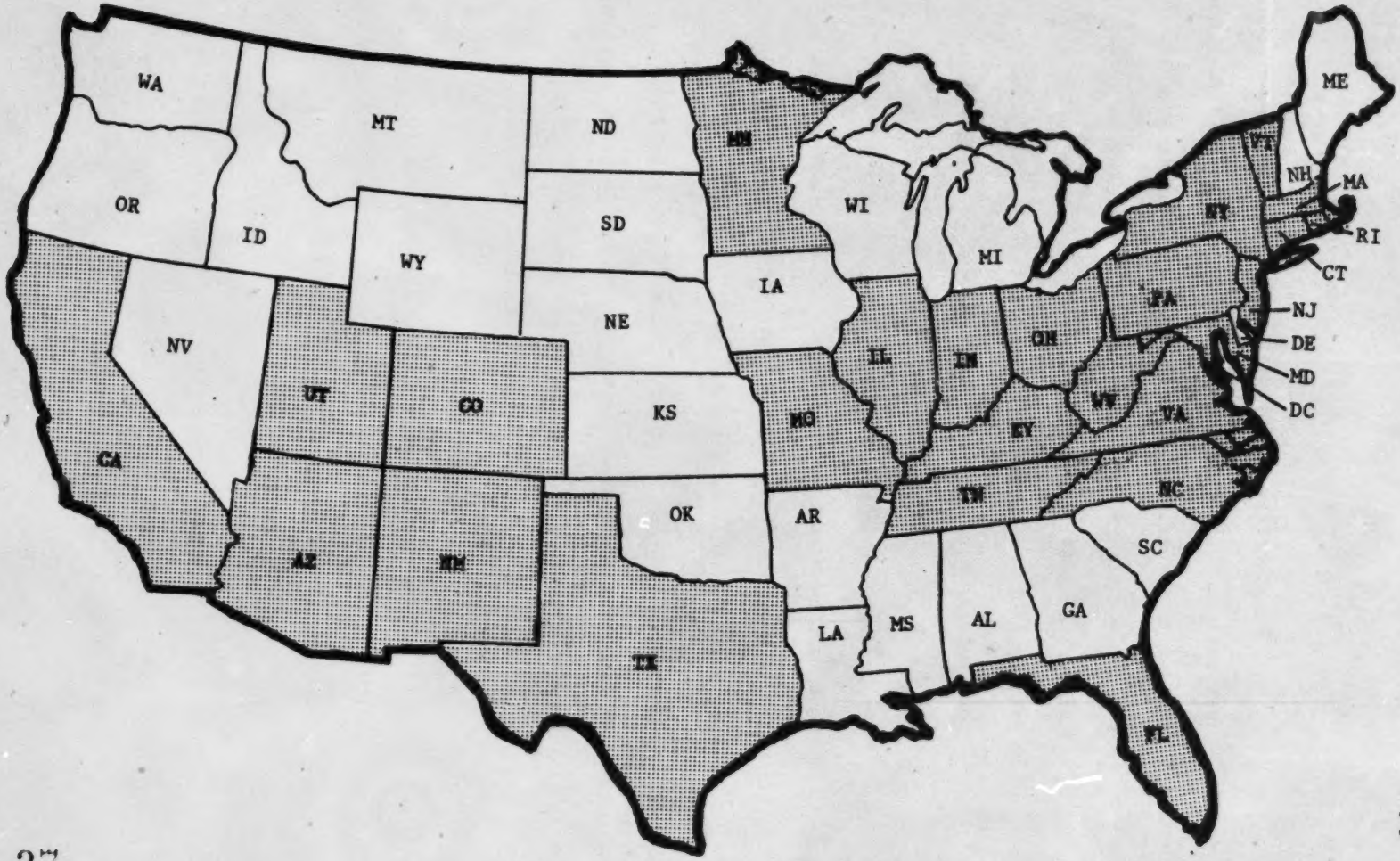
CREDIT HOURS ACCEPTED BY TRANSFER SCHOOL

TOTAL COLLEGE

| | CREDIT HOURS ACCEPTED | | | |
|---|---|---|---|---|
| | Less than 41 | 41-50 | 51 and above | Total |
| University of Maryland | 4(3%) | 3(2%) | 134 (95%) | 141 (100%) |
| Maryland State College (includes Maryland Community Colleges) | 3(13%) | 0(0%) | 19 (87%) | 22 (100%) |
| Maryland Private College or University | 0(0%) | 0(0%) | 10(100%) | 10 (100%) |
| University or College in Washington, D.C. | 2(4%) | 4(8%) | 42 (88%) | 48 (100%) |
| University or College not in Maryland or Washington, D.C. | 2(4%) | 2(4%) | 41 (92%) | 45 (100%) |
| Trade or Technical School | 1(9%) | 0(0%) | 10 (91%) | 11 (100%) |
| Montgomery College Post-Graduate | N.A. | N.A. | N.A. | N.A. |
| TOTAL RESPONDENTS | 12(4%) | 9(3%) | 256 (93%) | 277(100%) |

FIGURE III

LOCATION BY STATE OF SCHOOLS TO WHICH
1977 GRADUATES OF MONTGOMERY COLLEGE HAVE TRANSFERRED



## SUMMARY AND RECOMMENDATIONS

The annual graduate follow-up study conducted by the Office of Institutional Research and Analysis is an effort to assist Montgomery College in effectively monitoring and evaluating programs offered at the College with the aim of assessing and improving their overall educational quality. As part of this process, students are queried regarding their Montgomery College experience and the extent to which they were able to attain educational and career goals.

Questionnaires were sent to the entire population of students who graduated from Montgomery College during the 1976-1977 academic year in either an Associate degree or certificate program. Six hundred ninety-one (691) graduates returned questionnaires for an unadjusted response rate of 62 percent.

General Information - The major reasons for attending Montgomery College have not changed very much since 1974; they include low cost, program offerings and the convenient location of the College. Graduates as a whole seem to be more concerned with getting a job than continuing their education. The percentage in school has decreased steadily from 62 percent in 1975, to 57 percent in 1976, to 53 percent in 1977. The percentage not employed has also shown a steady, though less striking decrease, going from 17 percent in 1975 to 14 percent in 1976, to 13% in 1977.

Graduate Assessment of Montgomery College - Graduates from both campuses were very satisfied with the academic and job preparation that they received. Rockville Campus graduates were more satisfied with their

academic preparation and Takoma Park graduates more with their job preparation. The overwhelming majority of graduates would recommend their program (90%) and Montgomery College (98%) to their friends and relatives. Those who sought assistance from the counseling staff usually received it. Of 94 graduates who did so frequently, 60 percent received "very much assistance" and 25 percent "some." There was also significant satisfaction with the academic advising on both campuses with 61 percent satisfied and 21 percent highly satisfied. However, a somewhat substantial minority of graduates were dissatisfied with the quality of academic advising that they received (14% dissatisfied, 4% highly dissatisfied).

Employment - Career programs have the highes percentage of employed graduates (80%) and the highest percentage of graduates employed full-time (75%). Most full-time employed graduates either held the same job while attending Montgomery College or contacted the employer on their own (62%). Graduates are working in the same geographical locations as in the past, and the majority (57%) work in positions directly related to their programs of study. Major reasons for being unable to locate employment were that graduates were not currently looking for work (32%) and needed more education to qualify for the jobs that they wanted (29%).

Transfer Information -- The percentage of students going to different types of colleges has hardly varied since 1974. The University of Maryland continues to attract the largest percentage (44%). With regard to transferring credits, practically all students (93%) transferred more than 50 hours.

Recommendations

1. An effort should be made to discern the extent to which the College has an impact on job placement. In answer to the question, "Who helped you locate your first job after graduation from Montgomery College"?, 62 percent of the respondents indicated that they either held the same job while attending Montgomery College or contacted the employer on their own. The student was not able, however, to indicate whether or not the College Placement Office or faculty members were instrumental in getting the job before graduation or whether they supplied the names of potential employers for the students to then contact themselves.

2. The faculty should make a stronger effort to discover students in need of academic advising. Although the majority of graduates on both campuses were satisfied with the quality of the academic advising that they received, 18% (14% dissatisfied, 4% highly dissatisfied) were dissatisfied.

# APPENDIX A

## 1977 GRADUATE FOLLOWUP QUESTIONNAIRE

**MONTGOMERY COLLEGE**
**OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS**

**1977 GRADUATE FOLLOW-UP QUESTIONNAIRE**

Dear Graduate:

As a graduate of Montgomery College you are in a unique position to provide valuable information to the College. The information being requested in this survey will be used to advise future students and to evaluate programs. Please return the completed questionnaire as soon as possible. Your assistance is greatly appreciated.

Robert L. Gell
Dean of Institutional Research and Analysis

(Please make corrections if necessary)

_____
(Name)

_____
(Address)

_____

2-10 ☐☐☐ ☐☐ ☐☐☐☐
M.C. Student Identification Number

11-12 _____

13 _____

*PLEASE CHECK THE APPROPRIATE BOX OR BOXES AND COMPLETE THE APPROPRIATE PART OF THE QUESTIONNAIRE*

Are you now...? (Check as many as apply to you)

14 In school ☐ 1 Full-time ☐ 2 Part-time
*Please complete Parts A and D*

15 In military service ☐ 1 Active ☐ 2 Reserve
*Please complete Part D*

16 Employed ☐ 1 Full-time ☐ 2 Part-time
*If employed complete Parts B and D*

17 Unemployed ☐ 1 and looking for a job ☐ 2 and not looking for a job
*Please complete Parts C and D*

18 Full-time Home Responsibility ☐ 1
*Please complete Part D*

19 Other ☐ 1
*Please complete Part D*

**IF YOU ARE IN SCHOOL, PLEASE COMPLETE PART A**

**PART A**

20 IF YOU ARE BOTH EMPLOYED AND IN SCHOOL, WHICH DO YOU CONSIDER YOUR MAJOR ACTIVITY? ☐ 1 EMPLOYMENT ☐ 2 SCHOOL

21-22 NAME OF THE SCHOOL YOU ARE ATTENDING _____

23-24 WHAT IS YOUR CURRENT MAJOR? _____

25 DID YOU CHANGE CURRICULUMS/PROGRAMS/MAJORS WHEN YOU TRANSFERRED? ☐ 1 Yes ☐ 2 No

26-27 HOW MANY CREDIT HOURS EARNED AT M.C. WERE ACCEPTED UPON TRANSFER TO THE INSTITUTION YOU ARE NOW ATTENDING? _____

WHAT IF ANY PROBLEMS DID YOU EXPERIENCE IN TRANSFERRING CREDITS TO YOUR CURRENT INSTITUTION? _____

28-29 WHAT IS YOUR PRESENT GRADE POINT AVERAGE ON A SCALE OF 4? _____

PLEASE RATE YOUR SATISFACTION WITH THE PREPARATION M.C. PROVIDED YOU FOR YOUR CURRENT STUDIES.

30 HIGHLY SATISFIED ☐ 1 SATISFIED ☐ 2 DISSATISFIED ☐ 3 HIGHLY DISSATISFIED ☐ 4

**IF YOU ARE EMPLOYED, PLEASE COMPLETE PART B**

## PART B

WHAT IS THE TITLE OF YOUR CURRENT POSITION? _____

Employer: _____ Your Work Phone:(___)_____

Address: _____ Zip Code _____

PLEASE GIVE THE NAME OF YOUR SUPERVISOR SO THAT WE MAY SEND HIM/HER A QUESTIONNAIRE REGARDING MONTGOMERY PROGRAMS.

SUPERVISOR'S NAME: _____ TITLE _____

USING THE CODE BELOW WHAT IS YOUR CURRENT WEEKLY SALARY WITHOUT OVERTIME AND BEFORE DEDUCTIONS?

31

| $0-145 | $146-175 | $176-205 | $206-235 | $236-265 | $266-295 | $296-325 | $326 & over |
|---|---|---|---|---|---|---|---|
| 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ | 5 ☐ | 6 ☐ | 7 ☐ | 8 ☐ |

HOW LONG HAVE YOU BEEN EMPLOYED IN YOUR PRESENT POSITION?

32

| Less than 1 yr. | 1-2 yrs. | 3-5 yrs. | 6-10 yrs. | 11 yrs. or more |
|---|---|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

ARE YOU PRESENTLY EMPLOYED IN:

33

| Montgomery County | Other County in Md. | Baltimore City | Washington, D.C. |
|---|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |

| Delaware, Pa., Virginia or West Virginia | Other Out-of-State Location |
|---|---|
| ☐ 5 | ☐ 6 |

WHO HELPED YOU TO LOCATE YOUR FIRST JOB AFTER GRADUATION FROM MONTGOMERY COLLEGE? (Check as many as appropriate)

| Faculty Member | College Placement Office | Newspaper | Employment Agency | Contacted Employer On My Own |
|---|---|---|---|---|
| ☐ 34 | ☐ 35 | ☐ 36 | ☐ 37 | ☐ 38 |

| Family Or Friend | College Job Board | Held same job while attending College | Other_____ |
|---|---|---|---|
| ☐ 39 | ☐ 40 | ☐ 41 | ☐ 42 |

WHAT IS THE RELATIONSHIP BETWEEN YOUR PROGRAM OF STUDIES AT MONTGOMERY AND YOUR JOB?

43

| Directly related | Somewhat related | Not at all related |
|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 |

IF YOUR RESPONSE IS "NOT AT ALL RELATED" THEN CHECK THE APPROPRIATE REASON BELOW:

44

| | |
|---|---|
| Could not find job in field ☐ 1 | Better pay than in field of study ☐ 2 |
| Better opportunity for advancement than in field of study ☐ 3 | Wanted to explore other work possibilities ☐ 4 |
| Did not want to work in field once I graduated ☐ 5 | My curriculum at MC was not career-oriented ☐ 6 |
| Other: _____ _____ ☐ 7 | |

PLEASE RATE YOUR OVERALL SATISFACTION WITH YOUR CURRENT JOB.

45

| Highly Satisfied | Satisfied | Dissatisfied | Highly Dissatisfied |
|---|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |

PLEASE RATE YOUR SATISFACTION WITH PREPARATION MONTGOMERY PROVIDED YOU FOR YOUR JOB.

46

| Highly Satisfied | Satisfied | Dissatisfied | Higly Dissatisfied |
|---|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |

What changes would you recommend be made to your M.C. program to improve a graduate's chances for employment and performance on a job?

_____

_____

*Please go to Part D.*

**IF YOU ARE UNEMPLOYED AND LOOKING FOR A JOB, PLEASE COMPLETE PART C**

## PART C

If you are unemployed and seeking a job what is the major reason you feel you have been unable to locate employment?

47

- ☐ 1 Salary too low in the field for which I was prepared at the Community College
- ☐ 2 There are very few openings in the field for which I was prepared at the Community College
- ☐ 3 I need more education to qualify for the job I want
- ☐ 4 I have changed my career objective since graduation from the Community College
- ☐ 5 My studies at Montgomery did not qualify me for jobs which are available
- ☐ 6 I really am not looking for a job right now

**ALL RESPONDENTS SHOULD COMPLETE PART D**

## PART D

While at the Community College did you benefit from contact with instructors outside the classroom?

48

| Very much | Somewhat | Very little | No |
|---|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |

Please rate the quality of classroom instruction in your curriculum/program.

49

| Highly Satisfied | Satisfied | Dissatisfied | Highly Dissatisfied |
|---|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |

Please rate the quality of academic advising you received from college faculty.

50

| Very Satisfied | Satisfied | Dissatisfied | Highly Dissatisfied |
|---|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |

Did you seek assistance from the counseling staff in Student Services?

51

| Frequently | Infrequently | Not at all |
|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 |

Did you receive assistance from Counselors in Student Services?

52

| Very much | Somewhat | Very little | No |
|---|---|---|---|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |

**PART D (continued)**

WHAT WAS THE MOST IMPORTANT REASON YOU CHOSE TO ATTEND MONTGOMERY COLLEGE? (Check only one)

3

- ☐ 1 Low cost
- ☐ 2 College conveniently located
- ☐ 3 Program I wanted was offered
- ☐ 4 Financial aid was available
- ☐ 5 Had academic problems at another school
- ☐ 6 Montgomery's good academic reputation
- ☐ 7 Advice of friends
- ☐ 8 Advice of high school counselors
- ☐ 9 Wanted to live at home while attending college

4 WOULD YOU ADVISE A CLOSE FRIEND OR RELATIVE TO ATTEND MONTGOMERY COLLEGE? ☐ 1 Yes ☐ 2 No

5 WOULD YOU RECOMMEND YOUR PROGRAM AT MONTGOMERY COLLEGE TO A CLOSE FRIEND OR RELATIVE? ☐ 1 Yes ☐ 2 No

6 WHAT WAS YOUR PRIMARY EDUCATIONAL GOAL WHEN YOU FIRST ENTERED MONTGOMERY COLLEGE? (check only one)

- ☐ 1 To explore new career or academic areas
- ☐ 2 To prepare for immediate entry into a career
- ☐ 3 To prepare for transfer to a four-year institution
- ☐ 4 To update skills for a job I held at that time
- ☐ 5 To take college level courses of interest for self-enrichment
- ☐ 6 Other (please specify)

7 DO YOU FEEL THAT YOU HAVE ACHIEVED THIS GOAL? ☐ 1 Yes ☐ 2 No

COMMENTS

_____

_____

_____

_____

PLEASE RETURN COMPLETED QUESTIONNAIRE IN ENCLOSED, STAMPED, SELF-ADDRESSED ENVELOPE TO:

OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS
MONTGOMERY COMMUNITY COLLEGE
51 MANNAKEE STREET
ROCKVILLE, MARYLAND 20850

# APPENDIX B

## SUMMARY TABLE FOR CURRICULUMS

## SUMMARY TABLE

| CURRICULUM | NUMBER OF RESPONDENTS | IN SCHOOL FT | IN SCHOOL PT | EMPLOYED FT | EMPLOYED PT | WEEKLY SALARY* | NO. OF YRS. ON JOB* | RELATIONSHIP OF STUDIES TO JOB* | SATISFACTION WITH JOB* | SATISFACTION WITH MC ON PREPARATION* |
|---|---|---|---|---|---|---|---|---|---|---|
| TRANSFER | | | | | | | | | | |
| Business Administration | 36 | 20 | 8 | 15 | 11 | $236-265 | 3 - 5 | Vaguely | Satisfied-Highly | Satisfied |
| Cartography | 1 | 0 | 0 | 1 | 0 | N.A. | N.A. | N.A. | N.A. | N.A. |
| Education | 37 | 27 | 2 | 8 | 14 | $176-205 | < 1 | Vaguely-Not at all | Satisfied | Satisfied |
| Engineering | 5 | 4 | 1 | 2 | 0 | $206-235 | 1 - 5 | Vaguely | Satisfied | Satisfied |
| Fine Arts | 37 | 16 | 6 | 15 | 8 | $146-175 | < 1 | Vaguely | Satisfied | Highly Satisfied |
| Liberal Arts | 20 | 10 | 5 | 5 | 0 | $236-265 | 1 - 2 | Not at all | Satisfied | Satisfied |
| Medical Technology | 2 | 2 | 0 | 0 | 0 | N.A. | N.A. | N.A. | N.A. | N.A. |
| Theatre | 2 | 1 | 0 | 1 | 1 | $296-325 | < 1 | Vaguely | Satisfied | Dissatisfied |
| TOTAL TRANSFER | 140 | 80 | 22 | 47 | 34 | $176-235 | < 1 | Vaguely | Satisfied | Satisfied |
| GENERAL | | | | | | | | | | |
| General Education | 155 | 86 | 20 | 44 | 40 | $206-235 | 1 - 2 | Vaguely | Satisfied | Satisfied |
| CAREER | | | | | | | | | | |
| Accounting | 7 | 0 | 5 | 6 | 0 | $176-235 | 1 - 2 | Directly | Satisfied | Satisfied-Highly |
| Allied Health | 75 | 9 | 9 | 52 | 10 | $146-175 | < 1 | Directly | Satisfied | Satisfied |
| Child Care Aide (Certificate) | 24 | 5 | 7 | 9 | 9 | $ 0-145 | < 1 | Directly | Satisfied | Satisfied |
| Community Planning | 1 | 0 | 0 | 0 | 0 | N.A. | N.A. | N.A. | N.A. | N.A. |
| Computer Science and Tech. | 32 | 8 | 9 | 18 | 8 | $296-325 | 1 - 2 | Directly | Highly Satisfied | Satisfied |
| Criminal Justice | 36 | 16 | 5 | 17 | 5 | $206-235 | < 1 | Directly | Highly Satisfied | Satisfied-Highly |
| Engineering Technologies | 22 | 10 | 1 | 11 | 3 | $176-205 | < 1 | Directly | Satisfied | Satisfied |
| Fire Science | 26 | 1 | 5 | 25 | 0 | GT 325 | 3 - 5 | Directly | Highly Satisfied | Satisfied |
| Food Service | 5 | 0 | 2 | 3 | 1 | $206-235 | 3 - 5 | Directly | Highly Satisfied | Satisfied-Highly |
| Geography | 2 | 1 | 0 | 1 | 0 | $146-175** | < 1** | Directly** | Highly Satisfied** | Highly Satisfied** |
| Hospitality Management | 15 | 4 | 1 | 10 | 1 | $176-235 | 2 | Directly | Satisfied | Satisfied |
| Instructional Aide (Cert.) | 5 | 0 | 0 | 2 | 3 | $ 0-175 | 1 - 2 | Not at all | Satisfied/Dissat. | Satisfied |
| Management | 17 | 5 | 1 | 10 | 6 | $176-235 | 1 - 2 | Vaguely | Satisfied | Satisfied |
| Nursing | 48 | 3 | 6 | 32 | 11 | $236-265 | < 1 | Directly | Satisfied | Satisfied-Highly |
| Recreation Leadership | 21 | 17 | 1 | 2 | 9 | $206-265 | 1 - 5 | Vaguely-Not at all | Dissatisfied** | Highly Dissatisfied** |
| Secretarial | 23 | 3 | 0 | 18 | 5 | $176-205 | < 1 | Directly | Highly Satisfied | Satisfied |
| Visual Communications Tech. | 37 | 13 | 6 | 21 | 7 | $176-205 | < 1 | Directly | Satisfied | Satisfied |
| TOTAL CAREER | 396 | 95 | 58 | 237 | 78 | $176-205 | < 1 | Directly | Satisfied | Satisfied |
| GRAND TOTAL | 691 | 261 | 100 | 328 | 152 | $176-205 | < 1 | Directly | Satisfied | Satisfied |

*Median Category

**Based on only one response

N.A. - Not applicable

# APPENDIX C

## SURVEY METHODOLOGY

## METHODOLOGY

### Study Population

The study population consisted of all 1,115 students who graduated from Montgomery College during the 1976-1977 academic year. This number includes those who completed either an Associate degree or certificate program.

### Data Collection

The questionnaire used in the survey was designed to elicit information from graduates regarding their assessment of Montgomery College, and their current educational and employment status (see Appendix B). Except for a few changes, the questionnaire follows the same format as that used in previous graduate follow-up studies. This allows for the collection of longitudinally comparable data.

### Return Rate

Among the 1,115 people in the population, 691 returned questionnaires for an unadjusted response rate of 62 percent. However, 27 people were deceased or had unknown addresses and 37 questionnaires were returned as undeliverable. Accordingly, the adjusted response rate for those actually receiving questionnaires was 66 percent. The unadjusted response rate of 62 percent is slightly below the 66 percent rate of the previous year.

### Non-respondent Bias

A similar study* administered by this office in conjunction with

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*Montgomery College Student Follow-Up Study: First-Time Students Fall 1972, Office of Institutional Research and Analysis, Montgomery College, 1977.

the Maryland State Board for Community Colleges in May of 1977 did not determine any large differences between respondents and nonrespondents. The study did note, however, that "students who transfer and/or achieve well in college are more likely to return survey questionnaires than any other student." The same tendency may exist now and should be kept in mind when considering the conclusions drawn in this report.

## APPENDIX D

## RECEIVING INSTITUTIONS FOR 1977 GRADUATES WHO TRANSFERRED

## 1977 GRADUATE RECEIVING COLLEGES AND UNIVERSITIES

| Name of School | State | Number Transferred |
|---|---|---|
| Acme School of Aeronautics | Texas | 1 |
| Alderson-Broaddus College | W. Virginia | 1 |
| Allegany Community College | Maryland | 1 |
| American University | Wash., D.C. | 28 |
| Baltimore, University of | Maryland | 1 |
| Boston University | Massachusetts | 1 |
| Bowie State College | Maryland | 1 |
| California State College | California | 1 |
| Capital Institute of Technology | Maryland | 3 |
| Carson-Newman College | Tennessee | 1 |
| Catholic University of America | Wash., D.C. | 7 |
| Colorado, University of | Colorado | 1 |
| Columbia Union College | Maryland | 1 |
| Community College of Baltimore | Maryland | 1 |
| Computer Learning Center | Virginia | 1 |
| Denver University | Colorado | 1 |
| District of Columbia, University of | Wash., D.C. | 1 |
| East Carolina University | N. Carolina | 2 |
| Eastern Kentucky University | Kentucky | 1 |
| Elon College | N. Carolina | 1 |
| Fairleigh Dickinson University | New Jersey | 1 |
| Florida Institute of Technology | Florida | 1 |
| Florida State University | Florida | 2 |
| Frostburg State College | Maryland | 8 |
| George Mason University | Virginia | 1 |
| George Peabody College | Tennessee | 1 |
| George Washington University | Wash., D.C. | 18 |
| Glen Echo-Corcoran | Wash., D.C. | 1 |
| Goucher College | Maryland | 1 |
| Guilford College | N. Carolina | 1 |
| Hartford, University of | Connecticut | 1 |
| Hawaii, University of | Hawaii | 1 |
| Hood College | Maryland | 4 |
| Howard University | Wash., D.C. | 1 |

| | | |
|---|---|---|
| Illinois, University of | Illinois | 1 |
| Indiana University of Pennsylvania | Pennsylvania | 1 |
| Ithaca College | New York | 1 |
| Los Angeles College of Chiropractice | California | 1 |
| Lindenwood College | Missouri | 1 |
| Mankato State University | Minnesota | 1 |
| Maryland College of Art and Design | Maryland | 1 |
| Maryland, University of | Maryland | 157 |
| Mount St. Mary's College | Maryland | 1 |
| Mount Vernon College | Wash., D.C. | 1 |
| National Institutes of Health | Maryland | 3 |
| New Mexico, University of | New Mexico | 2 |
| New York Institute of Technology | New York | 1 |
| North Carolina, University of | N. Carolina | 2 |
| Northern Arizona University | Arizona | 1 |
| Ohio University | Ohio | 1 |
| Ohio State University, College of Vet. Medicine | Ohio | 1 |
| Parks College | Illinois | 1 |
| Pima College | Arizona | 1 |
| Purdue University | Indiana | 1 |
| Rhode Island, University of | Rhode Island | 1 |
| Rochester Institute of Technology | New York | 1 |
| Roberts Wesleyan College | New York | 1 |
| Salisbury State College | Maryland | 4 |
| San Diego State University | California | 1 |
| Shepherd College | W. Virginia | 1 |
| South Florida, University of | Florida | 1 |
| Temple University | Pennsylvania | 2 |
| Texas, University of | Texas | 1 |
| Towson State University | Maryland | 6 |
| Utah, University of | Utah | 1 |
| Virginia Commonwealth University | Virginia | 1 |
| Virginia Polytechnic Institute | Virginia | 2 |
| Wake Forest University | N. Carolina | 1 |
| West Virginia Institute of Technology | W. Virginia | 2 |
| West Virginia University | W. Virginia | 3 |
| Western Maryland College | Maryland | 1 |
| Windham College | Vermont | 1 |

## APPENDIX E

## WEEKLY SALARIES OF NEWLY EMPLOYED

## 1977 GRADUATES OF CAREER CURRICULUMS

WEEKLY SALARY RANGES OF NEWLY EMPLOYED

1977 GRADUATES OF CAREER CURRICULUMS*

| CURRICULUM | NUMBER OF STUDENTS IN JOBS RELATED TO CURRICULUMS | TOTAL WEEKLY SALARY RANGE | MOST COMMON WEEKLY SALARY RANGE |
|---|---|---|---|
| Accounting | 2 | 176-205 | 176-205 |
| Advertising Art (Design) | 3 | 0-205 | 0-145 |
| Advertising Art (Photo.) | 1 | 146-175 | 146-175 |
| Child Care Aide (Certificate) | 4 | 0-145 | 0-145 |
| Computer Operator (Certificate) | 2 | 146-175 | 146-175 |
| Computer Sci. & Tech. (Bus.) | 3 | 176-265 | 206-235 |
| Computer Sci. & Tech. (Sci./Math) | 1 | 206-235 | 206-235 |
| Criminal Justice (Law Enforce.) | 6 | 0-over 325 | 176-205 |
| Dental Assisting | 5 | 0-175 | 146-175 |
| Dental Assisting (Certificate) | 1 | 0-205 | 146-175 |
| Dental Lab Technology | 3 | 0-175 | 146-175 |
| Engineering Tech. (Arch. & Const.) | 2 | 145-325 | 236-265 |
| Engineering Tech. (Civil) | 1 | 0-145 | 0-145 |
| Engineering Tech. (Elect.) | 4 | 0-265 | 206-235 |
| Fire Science | 2 | Over 325 | Over 325 |
| Fire Science (Certificate) | 1 | 236-265 | 236-265 |
| Food Management (Certificate) | 1 | 176-205 | 176-205 |
| General Education (Hum./ Soc. Sci.) | 5 | 0-over 325 | 145-175 |
| General Education (Sci./Math) | 6 | 145-over 325 | 236-265 |
| Geography | 1 | 146-175 | 146-175 |
| Hospitality Management (Food & Bev.) | 1 | 266-over 325 | 296-325 |
| Hospitality Management (Hotel/Motel) | 2 | 146-205 | 146-175 |
| Management (Behavioral) | 2 | 146-235 | 176-205 |
| Management (General) | 1 | 176-205 | 176-205 |
| Medical Assistant | 1 | 146-175 | 146-175 |
| Medical Assistant (Certificate) | 1 | 176-205 | 176-205 |
| Medical Lab Technician | 8 | 0-295 | 176-205 |
| Mental Health Associate | 9 | 0-235 | 146-175 |
| Nursing | 29 | 146-over 325 | 236-265 |
| Printing Technology | 3 | 266-over 325 | 266-295 |
| Radiologic (X-Ray) Technology | 5 | 206-over 325 | 206-235 |
| Secretarial (Certificate, Bus. Studies) | 2 | 146-175 | 146-175 |
| Secretarial (Certificate, w/Shorthand) | 1 | 146-175 | 146-175 |
| Secretarial (Executive) | 3 | 176-235 | 206-235 |
| Secretarial (Legal) | 4 | 0-205 | 176-205 |
| Secretarial (Medical) | 1 | 236-265 | 236-265 |
| TV/Radio Broadcasting | 1 | 176-205 | 176-205 |

*Information presented is based on graduates employed less than a year in jobs related to their career curriculum.